Based on the concepts discussed in Chapter 6 of the *Doing History* textbook each group will read a passage and analyze this for the following characteristics:

* Describe characteristics of disciplined inquiry and in-depth understanding.  
   In Portable Archives Walt Attaches a set of questions to guide the students in their analysis   
   Double entry journal- Ask students to provide supporting information for opposing or counter arguments. And ask them what those arguments might be

Charting people and Key Events- Conducted research in class to equalize the use of technology, read a book about south Africa and have small group discussions. Discuss different versions of the Christopher Columbus story.

* Describe examples of primary sources used

Portable Archives-Walt put together sets of Primary and secondary sources for students to use.   
 Double entry journal- Students list the source of information, then in first column they explain the position of the document, and in the second column they describe a possible counter argument.

Charting people and Key Events- A guest speaker who may have firsthand knowledge of event in the country being discussed.

* Provide examples of application of GRASP frame.  
   Goal-Explore and analyze governments and their citizens and how to initiate change.  
   Role- Reporter or information sharer as well as being an informed citizen.  
   Audience- Fellow students, Bigots or anyone curious about Who Nelson Mandela was or What has happened in Africa during the last two decades.  
   Situation- Students will learn how to research and analyze information and be able to provide support for differing viewpoints during a debate.

Products or Performances- Participate intellectually in a class discussion or debate.  
 Stabndards- Organize events and people in a timeline and participate in a debate/ discussion.

* Describe examples of enduring understandings and essential questions  
   Portable Archives- What way do these sources represent different perspectives.   
   Double Entry journal- What might counter arguments be for these issues.  
   Charting Key People and events- For Kindergarten, why should be/is Columbus famous-
* Describe examples of what students should know and be able to do.  
   Portable Archives- The teach has provided primary source documents and Analysis questions After this activity students should be able to find and analyze their own primary source documents  
   Double Entry journal- Students can use research to support thoughts and ideas.  
   Charting Key people and Events- By Charting people and information as well as how to place information in Graphic organizers to keep track of differing viewpoints
* Provide three examples of how you could apply differentiated instruction to these learning activities and/or assessments.   
   Portable archives- (Process & Product) primary and secondary resources are provided as a source of modeling and questions are also given, You can ask the student to seek answers for their own Analysis questions, Or have them search for and find a few additional Primary resources to add to their research.  
   Charting Key People and Events- (Product) Initially the students have to participate in discussions. They could prepare an informational pamphlet or film a “News Cast” or “Documentary” where they can impart their research.

The Elementary Education will read/analyze the section entitled “Start Locally and Connect Globally”.

The Secondary Education groups will read/analyze the section entitled “Reporting Out”.

**Both groups will read/analyze the section entitled “Common Experiences and Critical Perspectives in World History” addressing the applicable bullets**.

Create a presentation addressing the bullets and post this to the Week 5 Activities page on the Wiki.